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ABSTRACT

This booklet offers suggestions concerning mental health to school personnel. It is recommended that mental health education be considered an integral part of total health education and that community resources and agencies should be utilized to gain further information. There are six sections: a) Kindergarten, and Grade Two; b) Grades Three and Four; c) Grades Five and Six; d) Grades Seven, Eight, and Nine; e) Grades Ten, Eleven and Twelve; and f) Grades Thirteen and Fourteen, Junior College. Each section has a brief introduction and tables setting out concepts, learning experiences, and materials. A bibliography and a list of audiovisual aids are included. (PD)

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MENTAL HEALTH IN THE CLASSROOM

Revised Edition

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REPORT OF THE COMMITTEE ON MENTAL HEALTH IN THE CLASSROOM

of the

AMERICAN SCHOOL HEALTH ASSOCIATION

Revised Edition May, 1968

The original report was presented at the Annual Meeting of the Association Miami, Florida October, 1962 and published September, 1963

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MENTAL HEALTH IN THE CLASSROOM

Editor's Preface

The Committee on Mental Health in the Classroom of the American School Health Association has prepared the following revised report in the form of guidelines for teachers and other school health personnel. It is here presented without abridgement with the approval of the Governing Council and the Executive Committee of The Association.

Additional copies may be obtained singly or in quantity by addressing an inquiry to:

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515 E. Main Street
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DELBERT OBERTEUFFER
Editor of The Journal of School Health

FOREWORD

For a number of years the American School Health Association has been concerned about a program in mental health that would be constructive and scientifically and educationally adapted to the daily classroom procedure.

Much has been written on mental health from a clinical point of view regarding the treatment of maladjusted children. Little has been given the educator on the prevention of mental disorders and practically nothing on the important public health and school health preventive measures of mental maladjustment. Furthermore, much of the information which is available is not made adaptable for the teacher in the routine teaching in the classroom from the kindergarten through high school.

The Association became constructively conscious of this problem as early as 1950. A national committee was organized under the chairmanship of Helen Cook Newman, M.D., of the School Health Committee of the Citizens Schools Committee of Chicago. For four years Dr. Newman and her committee studied the problem and accumulated a wealth of information.

In 1954 Jennelle Moorhead, M.S., of the Oregon State System of Higher Education, took over the chairmanship of the committee. Miss Moorhead and her committee held numerous conferences with psychiatrists, psychologists, educators, administrators, and representatives of national associations interested in the same problem. This committee from 1954 to 1961 studied the problem of a suitable program of classroom instruction and procedures adaptable to classroom instruction looking toward prevention of disorders and the development of sound mental health.

In 1961 Harriett B. Randall, M.D., Medical Administrator of the Los Angeles City Schools, took over the chairmanship of the committee. They have completed this revised program of Suggested Areas for Guidance in Teaching Mental Health in the Classroom from the Kindergarten through Grade Fourteen that the teacher will find useful as well as scientifically and educationally sound.

A. O. DeWeese, M.D.
Executive Secretary

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INTRODUCTION

This report on "Mental Health in the Classroom" is submitted as suggestions to school personnel responsible for classroom teaching. In addition, the report may be helpful to resource personnel in schools, the school nurse, dentist, physician, or community health representatives, official and voluntary. It would be very difficult to produce a complete guide; in fact, some areas of mental health probably cannot be specifically taught. Frequently much effective learning occurs through the relationship of a pupil with school personnel. Furthermore, the power of example continues to be a potent factor in health education, including mental health education.

The committee thought it unwise to attempt a definition of mental health. However, a summary of the discussion relative to mental health included the following concept:

> Mental health is that emotional adjustment in which a person can live with reasonable comfort, functioning acceptably in the community in which he lives. The mentally healthy person is for the most part able to handle his emotions and cope acceptably with situations in his environment. The pupil who shows unacceptable behavior may be showing signs of emotional stress and may need specialized help.

The World Health Organization's definition of health is: "Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity." In the same sense that a person never achieves a state of physical perfection, he never attains complete mental and emotional adjustment but is constantly striving toward this goal and is aided in this striving through the satisfaction of his emotional needs.

In presenting this report on mental health in the classroom, the committee recognized that the information is incomplete, it serves as a reservoir of suggestions on which one may draw. The use of the material should vary and should be adapted to local circumstances and needs. It should be revised and adapted in terms of the unique emotional needs of the pupils in a specific classroom. Appreciation is expressed for permission to use the instructional guide, *Health in the Elementary Schools*, Pub. No. EC-201, Los Angeles City Schools, as a reference in the suggestions at the elementary school level.

The committee recognizes that the most effective use of this material will be achieved if it is initiated through in-service education of staff, led by qualified people and with administrative support. The committee suggests the use of faculty meetings, department meetings, institutes, and workshops to implement the program. The usefulness of the information can be broadened by familiarizing staff with it and by utilizing community resources and

agencies such as the medical society and mental health association. Such agencies may be able to provide supplementary materials, including audio-visual materials, and qualified resource personnel. Groups studying and using this material should seek to add to the list of resource materials for each concept.

The committee recommends that mental health education be considered an integral part of total health education and not merely an isolated subject. In working with pupil adjustments, all available information should be utilized such as test results, cumulative records, and health records, as well as personal knowledge of the pupil concerned.

The committee presents this report with the hope that the contents may be a source of motivation for the development and improvement of mental health education in the classroom.

April 4, 1963

Revised May 1963

KINDERGARTEN, GRADE I, AND GRADE II

The human personality is the product of a "dynamic process" and, as a moving stream, is ever-changing. In the normal child, emotional growth proceeds as the body and mind mature under the influence of forces in the child's environment.

The beginning school child adjusting to the school environment transfers much of his feeling of dependency to the teacher, who becomes the parent surrogate during the class day. Each child brings his varying abilities, feeling and understanding to the class situation. The teacher in his important role tries to discover what he can about the emotional adjustment and needs of each pupil in relationship to the school environment, and to respond appropriately. Mental health is learned. Additionally, the child's ability to learn in school will be enhanced if he possesses a high level of mental and emotional health. The teacher can make a fundamental contribution by reinforcing behavior that contributes to mental health and by ignoring, when appropriate, any moves made in the wrong direction.

The teacher has a major role in helping the impulsive 5½-year-old, the creative 6-year-old, or the "inward" 7-year-old.

SUGGESTED AREAS FOR GUIDANCE IN TEACHING MENTAL HEALTH IN THE CLASSROOM

KINDERGARTEN

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
I. Personality structure and development		
Adjustment to disappointments Use of a pleasant voice Expression of one's self through speech and play	Discuss the kinds of behavior that show pupils are "growing up" Provide opportunities for pupils to "tell and show"	Lipkind, William. *Finders Keepers* Wright, Dare. *The Lonely Doll*
II. Interaction of an individual with others, including influences of cultural patterns		
Contributions to family teamwork; helping at home Kinds of family "get togethers" Development of friendships Taking turns and sharing Working together in school Use of "please" and "thank you" Group membership Holiday observances: religious, national	Dramatize various activities such as a family working together, how to make friends, taking turns Discuss contributions of pupils at sharing times Read stories about observances of holidays Develop acceptable standards of behavior with pupils	Bannon, Laura. *Baby Roo* Evans, Kathryn. *Bundle of Sticks* Hader, Berta. *Big Snow* Lenski, Lois. *Little Family* Seignobosc, Francoise. *Thank-You Book* Filmstrip: *Good Helpers*
III. Socioeconomic status and its influence on mental health		
Acceptance or adjustment to children who are "different"	Provide opportunities for pupils to work and play together	Stories of social groups for reading to children, such as *In My Mother's House*, by Ann Clark
IV. Emotional climate in home and classroom		
Kindness to others Pleasures in sharing experiences and materials Satisfying and acceptable work habits and creative experiences Acceptance of "no," "yes," and "let's do this" (or control of emotions)	Greet pupils in a friendly way Plan class projects or activities together Prepare individual name cards for identification of work, materials, or belongings Plan group activities involving listening to others, following directions, and willingness to participate	Charts *Health for All* *How About You?* Transcriptions *Hello Song* *The Three Bears* Sound Motion Pictures *We Play and Share Together* *Patty Garman, Little Helper* Filmstrip *Janet Helps Mother*

GRADE ONE

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
I. Personality structure and development		
Satisfaction in creative activities Importance of cultivating sense of humor and pleasant voice Progress in caring for self and possessions Satisfactions from new experiences	Discuss and develop standards for care of belongings Provide opportunities for pupils to have responsibilities Encourage originality and creativity	Bauer, W. W., et al. *Health for All.* Junior Primer and Book One Kaune, Merriman. *My Own Little House* Thurstone, Thelma and Katharine Byrne. *Mental Abilities of Children* Yashima, Taro. *Youngest One*
II. Interaction of an individual with others, including influences of cultural patterns		
Harmonious relations with brothers and sisters Contributions to family teamwork; taking turns Development of friendships Control of hands and feet Use of "please" and "thank you" Courtesy and kindness to others Participation in solving individual and group problems Respect for rights of others Understanding of various cultural patterns	Provide opportunities for pupils to take turns, wait for teacher's help, etc. Encourage pupils to tell about people, objects, and events in other countries Read stories about people in other countries Teach pupils some words in another language Show approval of acts of kindness and of love	Books about other cultures, holidays, national heroes Barr, Jane. *Good Morning, Teacher* Gramatky, Hardie. *Loopy* Osborne, Ernest. *How to Teach Your Child About Work* Showers, Paul. *Your Skin and Mine* Sound Motion Pictures *The Hare and the Tortoise* *Yours, Mine, Ours*
III. Socioeconomic status and its influence on mental health		
Consideration for children of different backgrounds	Read stories about children from various kinds of homes Dramatize selected stories	Pictures of children and families of various places Showers, Paul. *Look at Your Eyes*
IV. Emotional climate in home and classroom		
Development of a constructive emotional climate (rapport) through pupil-teacher planning Understanding what is expected, how to work, how to wait, how to play with others Willingness to get help when needed	Read to pupils, then ask them to act out the story Make experience charts dictated by pupils Plan with pupils to make a gift for their parents Develop the respect of the group by asking pupils what *they* think Use indirect remarks such as "We're waiting for someone," in order to retain group control	Kessler, Leonard. *Here Comes the Strikeout* Ridenour, Nina. *Building Self-Confidence in Children* Sound Motion Picture *The Fun of Making Friends* Transcription *Timid Timothy*

GRADE TWO

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
I. Personality structure and development		
Importance of cultivating a sense of humor and a pleasant voice Adjustment to sorrow and unpleasant circumstances Satisfaction from acceptable work habits and creative experiences Difference between tattling and concern Willingness to assume responsibility for possessions, and for himself	Give guidance in decision-making to develop ego strength Dramatize a funny story Encourage pupils to tell about their paintings or other work, to participate in choral speaking Recognize and show pleasure in children's originality of expression—speaking, writing, drawing, constructing	Aulaire, Ingrid. *Don't Count Your Chicks* Olson, Willard C. and John Lewellen. *How Children Grow and Develop*
II. Interaction of an individual with others, including influences of cultural patterns		
Helping at home and at school Harmonious relations with brothers and sisters Courtesy and kindness Acceptance of others with handicaps Pleasure in sharing, taking turns, "giving in" occasionally Development and maintenance of friendships Communication of confidences to appropriate persons	Discuss words that show friendliness Role-play common courtesies Develop projects to show contributions of many types of people—"The City," "Transportation" Read of and discuss a holiday in another country	Bauer, W. W., et al. *Health for All*, Book Two Beim, Lorraine. *Two is a Team* Child Study Association of America: *Helping Brothers and Sisters Get Along* Sound Motion Picture *Let's Play Fair*
III. Socioeconomic status and its influence on mental health		
Adjustment to loss or unfortunate circumstances Importance of cleanliness regardless of socioeconomic status Cooperation in family projects	Read a well-selected story to pupils as a basis of a discussion about adjustment to disappointments	Children's classics Bank Street College of Education. *Bank Street Readers* Ets, Marie. *Gilberto and the Wind*
IV. Emotional climate in home and classroom		
Contributions to constructive emotional climate through group planning of day's activities Importance of success in building self-confidence Appreciation of cooperative relationships between parents and school	Help pupils achieve success in a new skill Discuss the need for plenty of sleep and an adequate breakfast	Beim, Jerold. *The Smallest Boy in the Class* Goodykoontz, Bess. *Helping Children Get Along in School* Filmstrip *A Happy Day with Jane*

GRADES THREE AND FOUR

From being the highly dependent fledgling, the average pupil happily moves into the growing independence of the middle school years. Some proceed uneasily and anxiously, others with comfort and delight. It is important that the teacher discover the pace that fits to the natural rhythm of the child's emotional growth; that she not push him too fast as he masters the language skills; that she take care to avoid producing tension and anxiety, or unduly retarding him. In addition to avoiding conditions that are detrimental to mental health, it is important to be sure that satisfaction is attached to the kinds of behaviors that contribute to mental health. This is the challenge to parents and teachers of pupils in the third and fourth grades.

GRADE THREE

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
I. Personality structure and development		
Awareness of relationship between emotional-social adjustment and physical well-being Difference between humor and jokes which may hurt Responsibility for own acts Development of acceptable work habits Expression of one's self through writing, music, art	Help pupils who are slow in developing independence Interpret stories that portray personality development Read and enjoy a funny story Ask pupils to relate something funny that happened to them Provide opportunities for a variety of experiences	DeAngeli, Marguerite. *Yonie Wondernose* Lexau, Joan. *Benjie* Matsuno, Masako. *Taro and the Tofu* Sound Motion Picture *Don't Be Afraid*
II. Interaction of an individual with others, including influences of cultural patterns		
Growth in working harmoniously together as leaders and followers Importance of a positive approach to work and play when alone and when with others Development of interest in various cultural patterns Delight in sharing creative expressions	Role-play a problem of getting along with others Discuss possible solutions Give opportunities to the pupils for planning, working, and evaluating their work and behavior Read to find out how people lived in other times and places Use pictures of children of other countries to discuss similarities to American children	Caudill, Rebecca. *Best Loved Doll* Lexau, Joan. *José's Christmas Secret* Yashima, Taro. *Crow Boy* Filmstrips *Growing Up—A New Classmate* *Making Friends—Quarrel, Quarrel*
III. Socioeconomic status and its influence on mental health		
Adjustment to facing difficulties squarely Positive values in families of any socioeconomic status result from feeling needed, sharing responsibilities and respecting each other	Evaluate the true value of giving Avoid competition on school collections for worthy causes	True stories of economically deprived boys and girls and how they handled the situation Biographies and autobiographies Montagu, Ashley. *Helping Children Develop Moral Values*

(Continued)

GRADE THREE—*(Continued)*

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
IV. Emotional climate in home and classroom		
Attainment of a comfortable classroom climate through group planning and evaluation of activities Satisfaction from successful experiences Willingness to talk over problems	Tell about a daring boy who did a dangerous or forbidden thing. Use the story as a basis for discussion Ask pupils to define a class problem, then make suggestions to solve the problem Develop a puppet play about a classroom problem Set an example by showing respect to every pupil Develop standards of behavior in the classroom	Bauer, W. W., et al. *Health for All*, Book Three Carlson, Natalie. *The Empty Schoolhouse*

GRADE FOUR

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
I. Personality structure and development		
Standards for acceptable behavior including self-control Cause and effect relationships Importance of evaluating and accepting criticism Relaxation through creative experiences, hobbies, clubs, interests Growth in self-direction Responsibility for own actions, clothing, appearance	Plan a "Hobby Show" Discuss appropriate remarks when one is corrected Develop standards for acceptable behavior Prepare a check list on appearance and grooming	Anderson, Hans. *The Ugly Duckling* Bauer, W. W. *Health For All*, Book Four Brenner, Barbara. *Barto Takes the Subway* Hunt, Mabel. *Double Birthday Present* Sound filmstrips *What Do You Think?—* *Mark's Present* *Martha's Discovery* *Sarah's Surprise* *Timmy's Choice*
II. Interaction of an individual with others, including influences of cultural patterns		
Appreciation of qualities and responsibilities of leadership and followership Use of humor; differences between teasing and practical jokes Appreciation of relationship of home, school, and community to pupil success in learning and adjustment	List the qualities pupils like in people. Discuss ways these qualities may be developed Ask pupils to read about the contributions of individuals of the United States and other countries Identify qualities necessary for a leader; a follower Discuss the meaning of "friend"	Newman, Shirlee. *The Shipwrecked Dog* Soderberg, Eugenie. *Mokihana Lives in Hawaii* Wagoner, Jean. *Jane Addams, Little Lame Girl* Filmstrips *Growing Up—* *When We Have Guests* *Making Friends—* *Freddy Becomes Friendly* *Two to Make Friends*
III. Socioeconomic status and its influence on mental health		
Adjustment to facing difficulties squarely Maintenance of self-respect regardless of socioeconomic status	Help pupils to face their problems and to select an appropriate solution Give opportunities to pupils to have specific responsibilities	Friedman, Frieda. *Dot for Short* McGinley, Phyllis. *Plain Princess* Filmstrip *Growing Up—It Pays to Save*
IV. Emotional climate in home and classroom		
Participation in evaluation and solution of problems Establishment of effective study habits Appreciation of the rights and action of others	Help pupils make group decisions and abide by the decisions Plan small group activities Give guidance in the understanding of tolerance	Cleary, Beverly. *Otis Spofford* Penney, Grace Jackson. *Moki*

GRADES FIVE AND SIX

Fifth and sixth graders are spiraling toward adolescence. Particularly, the behavior of the 11-year-old indicates the early phase of the transitional period. Despite the irregularities of growth, there should be consistent emotional maturing. The responses seen in the 11-year-old and 12-year-old child will be dependent largely on the ten years that have preceded.

The more articulate fifth and sixth grade pupil can tell us more about himself and, some observe, about ourselves as well. They can accept new ideas and react to the teacher in a much more mature manner.

The 11-year-old is different from most 12-year-olds. Whereas there is an emotional and nervous similarity that is more than happenstance in these children, individual personality differences do appear. It has been said that a "normal, average child does not exist." The increasing independence of eleven and the smoother relationships of twelve indicate that the pupil is progressing as would be expected.

At this stage of development "best friends" often have a constructive influence on each other, as children of these ages want to do what is best for their friends.

GRADE FIVE

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
I. Personality structure and development		
Self-discipline at work and play Importance of getting along acceptably and happily when alone Appraisal of study habits Sense of values Respect for self and others Participation in services to school	Encourage pupil initiative, curiosity, enthusiasm Channel pupil energy into service activities that result in satisfaction	Bauer, W. W., et al. *Health for All*, Book Five Shotwell, Louisa. *Roosevelt Grady* Wooley, Catherine. *Look Alive, Libby*
II. Interaction of an individual with others, including influences of cultural patterns		
Respect for self and others; courtesy Importance of cooperative standards for acceptable behavior Ability to laugh at self and with others Evaluation of peer relations Observation of social skills Identification and solution of individual and group problems	Provide opportunities for pupils to work in groups or teams Role-play different situations which require introductions or other social courtesies Write about a humorous situation Help a pupil who doesn't speak English with his language problem	Beim, Lorraine. *Carol's Side of the Street* Estes, Eleanor. *The Hundred Dresses* Hymes, James L. *Teacher Listen—The Children Speak* Sterne, Emma. *Blood Brothers, Four Men of Science* Strang, Ruth. *Helping Children Solve Problems* Sound Motion Picture *How Friendly Are You?*
III. Socioeconomic status and its influence on mental health		
Encouragement of leadership in class, school, and community Respect for others regardless of socioeconomic status	Discuss feelings about consideration of others in matters of dress Identify qualities of character which may not be apparent from outward appearances Read to preschool children	Pictures of famous Americans Gates, Doris. *Blue Willow* Witty, Paul. *Helping the Gifted Child*
IV. Emotional climate in home and classroom		
Effects of emotional climate in the school Responsibility for classroom rapport Identification of factors affecting emotional climate Relationship of rest and diet to behavior Release of tensions by interesting activities Development of self-satisfaction	Give pupils opportunities to understand limits to their freedom Discuss ways to put people at ease, including people with specific limitations	Bragdon, Elspeth. *That Judl* Leonard, Charles W. *Why Children Misbehave* Spyri, Johanna. *Heidi* Filmstrips *Making Friends—* *How Do You Rate at Home?* *How Do You Rate at School?* *How Do You Rate with Your Friends?*

GRADE SIX

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
I. Personality structure and development		
Respect for self and others Worthy example to younger children Recognition of qualities of character Satisfactions in cooperative planning, working, and playing Skill in solving individual problems Appraisal of study habits Development of personal standards Identification of talents	Help pupils accept individual differences Provide appropriate information about growth and development Let pupils finish incomplete stories involving a problem, or make different endings to stories they have read	George, Jean. *My Side of the Mountain* Wrightstone, J. Wayne. *What Tests Can Tell Us About Children* Sound Motion Picture *Don't Get Angry*
II. Interaction of an individual with others, including influences of cultural patterns		
Kinds of groups; analysis of peer group relationships Importance of social skills, friends Worthwhile goals Importance of being a worthy example to younger children Recognition of talents and services in school-wide activities Understanding the roles of men and women	Give opportunities to pupils to work in groups Build standards for the work period Discuss feelings about groups, teams, status Give pupils opportunities to earn leadership positions Discuss different kinds of families and their backgrounds Discuss the meaning of the "Melting Pot" Discuss ways diversity contributes to our Nation Make a list of qualities which strengthen a family	Bauer, W. W., et al. *Health for All*, Book Six Ickis, Margaret. *Book of Festival Holidays* Menninger, William C. *Self-Understanding—A First Step to Understanding Children* Rollins, Charlemae. *They Showed the Way*
III. Socioeconomic status and its influence on mental health		
Empathy with others in resolving their social-emotional problems Sense of values Adjustment to one's socioeconomic level	Discuss dress standards Help pupils develop respect for the person, not the clothes Discuss the socioeconomic factors in the life of Abraham Lincoln	Escalona, Sibylle. *Understanding Hostility in Children* Sound Motion Picture *The Face of Lincoln*

(*Continued*)

GRADE SIX—(*Continued*).

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
IV. Emotional climate in home and classroom		
Information about the nervous system Growth in coping with emotional reactions: fear, anger, love Acceptable behavior patterns Preparation for junior high school Growth in understanding the way people think, feel, and act	Help pupils keep a balance between independent and interdependent activities in order to protect some pupils from excessive group pressures	Cone, Molly. *A Promise Is a Promise* Mohr, George J. *When Children Face Crises* Speevack, Yetta. *The Spider Plant* Sound Motion Picture *Your Health at Home* Filmstrip *Making Friends—Bob's Little Shadow*

GRADES SEVEN, EIGHT, AND NINE

The spurt of growth that characterizes this period produces many physical, emotional, and mental effects. During the adolescent years there is an intensification of the process of self-discovery and a change in the relationships through family and friends. The ideas, opinions, and the approval of peers become more influential. These are important, emotionally charged areas involving the junior high pupil.

The timidity of the seventh grader, the unrest and resistance of the eighth grader, the "grown-upness" of the ninth grader give clues to the different types of help and support the classroom teacher may bring to this group as they move toward maturity and self-discovery.

The wide exposure that the current generation of students has had to mass communications media has raised their level of sophistication. Thus there is an even greater need for teachers to assist youth in meeting the demands and stresses that confront them at every turn.

GRADE SEVEN

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
I. Personality structure and development		
Development of individual personalities and potentialities Recognition of individual problems and ways to solve them	Discuss personality structure and development Discuss responsibilities of the individual to others Help individual to consider the kind of person he is and wants to become	Flander, Judy. *Babysitters' Handbook* Science Research Associates. *SRA Junior Guidance Service Manual* Filmstrips *Developing Your Personality—* *Enjoying Today* *Leaders & Followers* *More Than One Friend* *Promises Are Made to Keep* *Thinking for Yourself* *Trying New Things*
II. Interaction of an individual with others, including influences of cultural patterns		
Interaction of an individual with other individuals and in large or small groups Qualities needed for teamwork Evaluation of peer-group standards Extension of friendships to include members of the opposite sex Relationship of morés to cultural factors	Read an incomplete story. Ask pupils to write an ending Select "endings" for a basis of discussing the causes of behavior Study group influences and how to control them Provide opportunities for boys and girls to work in committees and larger groups	Materials that show causes of events and conditions in our culture. "You were there" type of material Biographies of successful adolescents Bauer, W. W., et al. *Health for All*, Book Seven Levine, Milton and Jean Seligmann. *Helping Boys and Girls Understand Their Sex Roles* Neugarten, B. and Paul Misner. *Getting Along in School*
III. Socioeconomic status and its influence on mental health		
Recognition of the ability of others regardless of socioeconomic status Appreciation of quality of friends rather than their socioeconomic status Relationship of morés to socioeconomic factors	Discuss friendships Discuss qualities desirable in friends	Stories of foreign and low socioeconomic home backgrounds in relation to peer groups and values Gerken, C. d'A. *Make Your Study Hours Count* Rose, Karen. *Brooklyn Girl*
IV. Emotional climate in home and classroom		
Development of work standards Identification of group morés Pressures of society—kinds and sources Identification of tension sources and ways to avoid them Understanding the viewpoints of others	Discuss various factors of emotional climate and their efforts Role-play tension-arousing situations. Discuss possible solutions	Beery, Mary. *Guide to Good Manners* Menninger, W. C. *All About You* Ullman, Frances. *Live with Brothers and Sisters*

GRADE EIGHT

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
I. Personality structure and development		
Definition and role of personality Ways to develop a worthy personality Outward expressions of personality Importance of confidence and poise Recognition of individual problems and ways to solve them	Prepare a personality check list Have individual conference with adviser to examine the information available in one's cumulative record, his past experiences and satisfactions, and the ways he would like to develop	Northway, Mary L. *What is Popularity?* Sound Motion Pictures *Act Your Age* *Being Different* *Of Skates and Elephants*
II. Interaction of an individual with others, including influences of cultural patterns		
Development of acceptable attitude towards members of opposite sex Selecting one's associates (group) Techniques for making and keeping friends Appreciation of values, standards, and worthy goals Importance of group mores	Report on social functions—what happened and why. Include suggestions for improved behavior Write about characteristics which attract one to others and maintain friendships Discuss the values of membership in many groups and having many interests	Clark, Thaddeus. *Let's Talk About Honesty* Kirkendall, Lester A. and Ruth Osborne. *Understanding the Other Sex* Neugarten, Bernice. *How to Get Along with Others* Robinson, Jackie. *Breakthrough to the Big League* Stevens, Patricia. *Good Grooming for Boys and Girls* Sound Motion Picture *The Other Fellow's Feelings*
III. Socioeconomic status and its influence on mental health		
Status and how it affects mental health Problems arising from status; ways to meet these problems Consideration of the problems of various socioeconomic levels and possible solutions	Compare status seekers with true leaders	Biographies of famous people Heston, Joseph C. *Learning about Tests* Kipling, Rudyard. *Captains Courageous* Wilson, Hazel. *Last Queen of Hawaii, Liliuokalani* Sound Motion Picture *The Outsider*
IV. Emotional climate in home and classroom		
Responsibility for maintaining class standards Nature and importance of emotional climate in the home, in the school Recognition of feelings of others, and their rights	Develop class standards of behavior Role-play class problems Discuss possible solutions	Bauer, W. W., et al. *Health for All*, Book Eight Dimond, Stanley E. *You and Your Problems* Floyd, Mary Frances. *Let's Talk* Kirkendall, Lester A. *Finding Out About Ourselves* Sound Motion Pictures *Family Life* *Habit Patterns* *Sharing Work at Home* *You and Your Family*

GRADE NINE

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
I. Personality structure and development		
Development of the inner and real nature of man Factors involved in making people what they are (self-centered, greedy, conceited, kind, generous, hateful) Recognition of the relationship between increasing independence and responsibility	Study the relation of the nervous system, endocrine system, and the emotions Discuss importance of recognizing individual physiological limits	Ringwood, Gwen Pharis. *Younger Brother* Sterling, Dorothy. *Mary Jane* Strang, Ruth. *The Adolescent Views Himself* Sound Motion Pictures *How To Succeed in School* *Improve Your Personality* *Learning to Study* Filmstrips *Life Adjustment Series* *Discovering Your Real Interests* *What Are Your Problems?* *You and Your Mental Abilities*
II. Interaction of an individual with others, including influences of cultural patterns		
Keeping friends Growth toward mature behavior when alone and with others Development of social courtesies Influences of cultural patterns on behavior Problems arising from cultural patterns Responsibility in helping younger children Expression of self through social behavior	Describe situations which illustrate mature behavior when alone and with others Plan wholesome recreational activities Give opportunities for leadership development Identify cultural patterns and indicate how they influence behavior Discuss ways of being worthy examples to younger boys and girls	Hunt, Rolfe L. *High School Ahead!* Neisser, Edith G. *When Children Start Dating* Nicoll, James, et al. *Your Health Today and Tomorrow* Sound Motion Pictures *Beginning to Date* *Earning and Giving* *Families First* *Making Friends*
III. Socioeconomic status and its influence on mental health		
Development of standards of attire acceptable to the socioeconomic level of the majority of pupils in the school Information concerning resources for health maintenance and improvement	Compare social success with individual worth Ask pupils to indicate their job objectives and requirements for qualifying for the job	Gallagher, J. R. *You and Your Health* Kitch, Donald. *Exploring the World of Jobs* Stoops, Emery and Lucile Rosenheim. *Planning Your Job Future* Sound Motion Picture *The Most for Your Money*
IV. Emotional climate in home and classroom		
Importance of school-home cooperation The nature and importance of a constructive emotional climate in the home, in the school Responsibility for helping others to be oriented and adjusted Ways to control temper, overcome fears, and other emotions	Discuss pupil and teacher responsibilities for attaining and maintaining desirable emotional climate	Alexander, Franz and Francesca Alexander. *What Are You Afraid Of?* Landis, Paul H. *Coming of Age: Problems of Teen-agers* Remmers, H. H. and Robert H. Bauernfeind. *Your Problems: How to Handle Them* Sound Motion Pictures *A Date with Your Family* *Mind Your Manners* *Sibling Rivalries and Parents*

GRADES TEN, ELEVEN AND TWELVE

The high-school student has more or less discovered himself; the changes of adolescence have lost much of their newness. He becomes more organized and frequently a more achieving but more anxious pupil. Sixteen sometimes has been described as a "nodal" age.

While he is trying to establish himself with fellow students and attempting to relate to the opposite sex in a meaningful way, the student can be supported and helped by the wise counsel and understanding of a knowledgeable teacher. Frequently the teacher becomes the "ideal" to the high school pupil who is looking for fine models in the adult world.

Many students completing their high school years consider themselves adult and move into the adult areas of work, marriage, military service, and employment. Too large a percentage drop out before they have completed their school career. They pose a group who greatly need to be understood, and a large proportion of them are in need of help in emotional adjustment.

GRADE TEN

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
I. Personality structure and development		
Effects of heredity and environment upon personality Interrelationships of body systems, including effects of emotions The self-concept and its effect on behavior	Observe young children. Analyze and evaluate their behavior List inherited traits and environmental factors affecting the personality Write brief essays on three topics: 1. The kind of person I think I am 2. The kind of person others think I am 3. The kind of person I want to become	Books and articles on psychology of personality and child development containing many accurate descriptions of situations and how they have been handled Henry, William E. *Exploring Your Personality* Kuder, G. F. and Blanche Paulson. *Discovering Your Real Interests* Menninger, William C. *Understanding Yourself* Remmers, H. H. and C. G. Hackett. *What Are Your Problems?* Seashore, Robert and A. C. Van Dusen. *How To Solve Your Problems* Sound Motion Pictures *Heredity and Environment* *How to Concentrate* *How to Study* *Shy Guy*
II. Interaction of an individual with others, including influences of cultural patterns		
Meaning of society to individuals Definition of mental health Boy-girl relationships Contributions of each member to family living Acceptable behavior traits for getting along with others Relationships between values and emotional health The relative influence of parents and peers	Discuss roles of adolescents in the family Provide a bibliography for pupils to read about boy-girl relations which are realistic and true to life. Interpret motives revealed in the literature Summarize and evaluate attitudes toward other cultures Study certain social problems and how they affect mental health Evaluate stories and programs that portray violence and crime on radio and television and in movies, comics and books	Clark, Thaddeus. *What Is Honesty?* English, O. Spurgeon and Stuart Finch. *Emotional Problems of Growing Up* Leader, Barbara, et al. *Health and Safety for High School Students* Menninger, William C. *Making and Keeping Friends* Menninger, William C. *Growing Up Emotionally* Neugarten, Bernice L. *Becoming Men and Women* Wrenn, C. Gilbert. *How to Increase Your Self-Confidence* Sound Motion Pictures *Date Etiquette* *Dating: Do's and Don'ts* *Feeling Left Out* (*Social Maturity*) *Going Steady* *The Gossip* *Is This Love?*

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GRADE TEN—*(Continued)*

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
III. Socioeconomic status and its influence on mental health		
Evaluation of existing groups Importance of budgets for various socioeconomic groups The dignity that socially useful work gives a person	Discuss socioeconomic factors involved in dating, such as cars and clothing Plan a panel discussion on allowances Analyze qualities necessary for holding a job Consider "things that money cannot buy"	Documentary pictures, films and text materials of life in other times and places, e.g., the early Puritan settlers, the industrial revolution, for comparison with life today. Feingold, S. N. and Harold List. *Finding Part-Time Jobs* Sound Motion Pictures *How to Investigate Vocations* *How to Keep a Job* *Planning for Success* *Planning Your Career*
IV. Emotional climate in home and classroom		
Importance of ability to live with some conflict Factors of emotional climate in the home, in the school Consideration of the daily schedule for balance of work, play, study Development and adherence to a study schedule	Identify causes of conflicts and suggest ways to handle the conflicts Plan a daily schedule of work, recreation, sleep Compete with own past record rather than with other people	Fitzgibbon, Thomas. *What High School Can Do for You* Gerken, C. d'A. *Study Your Way Through School* Heston, Joseph. *How to Take a Test* Mowrer, G. E. and Glynne Clark. *What Good Is High School?* Shacter, Helen. *Getting Along with Others* Sound Motion Pictures *Friendhsip Begins at Home* *Honest Truth (What Do You Think? Series)* *Overcoming Worry* *School Activities and You* *The Show-Off* *Stay in School*

GRADE ELEVEN

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
I. Personality structure and development		
Definition of psychology Influences affecting personality: hereditary, environmental Importance of individual responsibilities Effects of stress, drugs and technological advancements upon the nervous system. Include responses to demands of modern life and levels of tolerance Effects of winning and losing Growth toward emotional stability Influence of religion	Compare traits which indicate maturity with those which indicate immaturity Identify inherited and environmental influences on the personality	Crane, Stephen. *The Red Badge of Courage* Neff, Mary V. *Ethics for Everyday Living* Otto, James, et al. *Modern Health* Sound Motion Pictures *Make Your Own Decisions* *The Procrastinator* *Self-Conscious Guy* *The Snob* *When Should I Marry?*
II. Interaction of an individual with others, including influences of cultural patterns		
Preparation for the future—marriage, family life Success in marriage Ability to get along with others Awareness of the role of each family member Responsibility of individuals and communities to eliminate factors detrimental to well-being of citizens Competence in selecting and buying own clothing Understanding acceptable standards for dating Importance of values and standards Influence of religion on culture	Arrange for a resource person to talk on success in family living Plan a panel discussion on roles of family members Ask pupils to indicate their goals and outline ways of reaching these goals Discuss do's and don'ts for buying clothes, for dating, for getting along with others	Clark, Ann Nolan. *Medicine Man's Daughter* Drummond, Henry. *The Greatest Thing in the World* Eckert, Ralph G. *So You Think It's Love* Hertz, Barbara. *Where Are Your Manners?* Kirkendall, Lester A., and Ruth Osborne. *Dating Days* Stevens, Patricia. *Guide to Good Grooming* Weitzman, Ellis. *Growing Up Socially* Sound Motion Pictures *Facing Reality* *Family* *Finding Your Life Work* *Getting Ready Emotionally* *Getting Ready Morally* *LSD: Insight or Insanity?* *Obligations* *What To Do on a Date* *You and Your Friends*

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GRADE ELEVEN —*(Continued)*

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
III. Socioeconomic status and its influence on mental health:		
Various clues to socioeconomic status Effects of winning and losing in class politics and sports Effects of achievement and status on the self image Effects of an outside job on grades, college entrance and future	Discuss qualities which promote dependable leadership and responsible citizens for the school Discuss the importance of value systems in attaining status	Bailard, Virginia. *Your Abilities* Brochard, John H. *School Subjects and Jobs* Byrne, John and Katnarine Byrne. *You and Your Abilities* Dreese, Mitchell. *How to Get the Job* Havighurst, Robert and Esther Diamond. *Should You Go to College?* Sound Motion Pictures *Getting a Job* *Good Place to Work* *You and Your Work*
IV. Emotional climate in home and classroom		
Importance of ability to live with some conflict Influences of emotional climate in the home, in the school Objective evaluation of the reactions of others Effects of emotions on health	Analyze situations that may be emotionally charged. Discuss importance of careful planning to avoid such situations	Classics as basis for personality analysis Daly, Maureen. *Seventeenth Summer* English, O. Spurgeon and Constance Foster. *Your Behavior Problems* Jenkins, Gladys and Joy Neuman. *How to Live with Parents* Sound Motion Pictures *Getting Along with Parents* *How Honest Are You?* *How Much Affection?* *Parents Are People, Too*

GRADE TWELVE

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
I. Personality structure and development		
Responsibility for control of emotions and natural inclinations Initiative and ability to settle personal problems Importance of decision-making as the hallmark of adulthood	Discuss principles of problem-solving. Apply these in statement of problems and discussion of solutions	Otto, James, et al. *Modern Health* Shanner, William. *A Guide to Logical Thinking* Smith, T. *Building Your Philosophy of Life* Sound Motion Picture *Mental Health (Keeping Mentally Fit)*
II. Interaction of an individual with others, including influences of cultural patterns		
Recognition of the importance of a healthy family to society Identification of one's relationship to the world (environment) Contributions of psychology to counseling and religious understanding Influence of religion on cultures and mental health	Identify responsibilities of family members Discuss the place of the family in society	Adams, Clifford, R. *Looking Ahead to Marriage* Kirkendall, Lester. *Too Young to Marry?* Smith, Arthur E. *What Tests Can Tell You About You* Spencer, Lyle M. and Ruth Dunbar. *Making the Most of your Intelligence* Wolfbein, Seymour and Harold Goldstein. *Our World of Work* Worthy, James C. *What Employers Want* Sound Motion Pictures *Office Courtesy: Meeting the Public* *Office Etiquette* *Office Teamwork* *Person to Person Communication* *Right or Wrong? (Making Moral Decisions)* *Understanding Others*

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GRADE TWELVE—(*Continued*)

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
III. Socioeconomic status and its influence on mental health		
Place of status in society Acceptance of socioeconomic level and living "richly" within it Evaluation of socioeconomic status and ways to improve it Recognition of needs of all individuals to have recognition, acceptance, sense of belonging, affection, and channels of expression Consideration of: economics of family life; value of further education; current and future job status	Analyze indications of status Discuss career opportunities and requirements Find ways of financing a college education	McCloskey, Gordon E. *Understanding Our Economy* Packard, Vance. *Do Your Dreams Match Your Talents?* Rivlin, Harry N. *Improve Your Learning Ability* Sound Motion Pictures *Are You Ready for Marriage?* *Choosing for Happiness* *It Takes All Kinds* *Personal Qualities for Job Success* *Responsibility* *Your Earning Power* *Your Family Budget*
IV. Emotional climate in home and classroom		
Consideration of various possible life plans with their probable courses Ways to make the most of oneself Identification of needs, abilities, and problems of others and how to develop behavior patterns that will contribute to the well-being of all	Develop acceptable codes of conduct after discussing many behavior patterns Discuss ways of expressing emotions acceptably Role-play family situations commonly causing conflict between parents and adolescents	Humphreys, J. A. *Choosing Your Career* Jenkins, Gladys. *A Guide for Family Living* Sound Motion Pictures *Emotional Health* *Home Management: Why Budget* *Over-Dependency* *Roots of Happiness* *This Charming Couple*

GRADES THIRTEEN AND FOURTEEN

Junior College

Both young and older adults are enrolled in the modern college. Many of these adults are in search of their places and positions in life, and are frequently neither certain nor sure. Vocational, family, moral, and spiritual goals are often poorly defined.

During these years most are severing the dependent relationships to parents. Many are establishing their own homes and families. As adults, most are capable of accepting suggestions or help while developing increasing insight. They can learn that a wholesome interdependence rather than independence is the goal of maturity as one becomes a contributing part of the society in which he lives.

GRADE THIRTEEN

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
I. Personality structure and development		
Importance of creativity and enjoyment in living Acceptance of opportunities for leadership Growth in understanding of self Importance of character development Recreation and personality development Effects of desirable and undesirable habits and social practices on mental health Relationship between the arts and emotional adjustment Qualities of emotionally mature persons Importance of acceptance of self	Discuss appropriate leisure-time activities and hobbies which contribute to creativity, self-assurance, and maturity	Books or articles on nature of mental health—what it is and what it is not—and techniques of living in this modern world Schifferes, J. J. *Healthier Living*, Second Edition Sound Motion Pictures *Controlling Behavior Through Reinforcement* *Emotional Maturity* *Shyness*
II. Interaction of an individual with others, including influences of cultural patterns		
Importance of consistent standards in home and school Necessity of cooperation through conferences, work sessions, study groups Realization of own likes and obligations to individuals and groups Adjustment problems of the college student and resources for help Value systems of different cultures—moral and spiritual Respect for differences Understanding one's role in his culture Effect of value systems on mental health Parental responsibility in planning children's experiences and living healthfully Recognition of human worth Contributions and responsibilities of individuals to society Characteristics of cultural, social, and occupational groups Interdependence of all persons	Evaluate resources available in the home, school, and community for college students List responsibilities of individuals to society and discuss the conflict between ideals verbally expressed and actual practices Analyze major social patterns and plan the future in the light of them Report on a case study and make suggestions as to "next steps" Suggest opportunities for serving at home, in approved community organizations and in college	Reports of research and psychological experiments, concretely and vividly described, which give an understanding of the interactions in a group Sound Motion Pictures *Conflict* *Family—An Approach to Peace* *Feelings of Depression* *Feelings of Hostility* *Feelings of Rejection* *From Generation to Generation* *How Do You Know It's Love* *Of Human Rights*

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GRADE THIRTEEN—*(Continued)*

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
III. Socioeconomic status and its influence on mental health		
Ways community and schools do cooperative planning for mental health of students Effects of environment on personality development Evaluation of the advantages and disadvantages of various socioeconomic levels Relationships between social life and life goals	Identify mental health problems of various socioeconomic levels Discuss personal goals and outline ways to reach them	Fosdick, Harry Emerson. *On Being a Real Person* Sound Motion Picture *Mr. Finley's Feelings*
IV. Emotional climate in home and classroom		
Community interest in individual's total environment Ego strength and appropriate attitude toward others	Discuss reasons for feelings of anxiety and inferiority and how to handle them Make an individual record of daily tensions and conflicts. Discuss how they might be resolved Select common problems of college students and compare with similar problems in literature	Biographies and autobiographies recommended by college librarian Sound Motion Pictures *Joe and Roxy* *Marriage Is a Partnership* *Marriage Today* *The Teens*

GRADE FOURTEEN

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
I. Personality structure and development		
Relationship between the inner essential nature of man and outward superficial appearances in making a total personality Appreciation of differences in people Growth in self-understanding Personality traits and types Predictability of behavior from established behavior patterns Ways to modify behavior Framework for mental health	Discuss the importance of developing a philosophy of life	Great books and recordings of great plays and poetry Schifferes, J. J. *Healthier Living*, Second edition Sound Motion Pictures *Angry Boy* *Dr. Karl Menninger* *He Acts His Age* *Toward Emotional Maturity* *Understanding Your Emotions*
II. Interaction of an individual with others, including influences of cultural patterns		
Effects of acceptance, feelings of belonging and understanding Importance of limits in behavior to feeling of security Effects of mutual respect and understanding on mental health Individual differences Adjustment mechanisms Understanding cultural mores Relationship between religion and mental health Respect for other races, creeds and cultures Effect of cultural factors in the selection of vocations and avocations	Discuss the various adjustment mechanisms people use Discuss responsibilities of individuals to themselves, their families, and the society in which they live	Dubos, René. *Mirage of Health* Duvall, Evelyn. *Building Your Marriage* Sound Motion Pictures *Dynamics of an Experimental Neurosis* *Fears of Children* *Margaret Mead* *Social Acceptability*

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GRADE FOURTEEN—*(Continued)*

CONCEPTS	LEARNING EXPERIENCES	MATERIALS
III. Socioeconomic status and its influence on mental health		
Importance of various occupations and professions; contributions of each to society Problems of young adults in privileged and underprivileged families Plans for the improvement of one's socioeconomic status	Analyze various occupations for their stress and positive contributions to mental health	Sinick, Daniel. *Your Personality and Your Job*
IV. Emotional climate in home and classroom		
Consideration of what and where one is at present in comparison with what he wishes to be and do and attain in life Relationship between an individual and his environment Effects of tensions and pressures Adjustment to responsibilities of adult membership in society	Analyze the factors which contribute to successful family mental health and emotional environment	Preston, George W. *Substance of Mental Health* Sound Motion Pictures *Jealousy* *Stress* *Who's Boss* *Who's Right*

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*Starred items are additions to the original "Materials" list.

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AUDIO-VISUAL MATERIALS**

Code—grade level

K– 2 = Primary	(P)
3– 4 = Middle Elementary	(ME)
5– 6 = Upper Elementary	(UE)
7– 9 = Junior High	(JH)
10–12 = Senior High	(H)
13–14 = College	(C)

Sound Motion Pictures***

Act Your Age (JH) Coronet, 15 min., color, 1951
A Date with Your Family (JH) Simmel-Meservey, 10 min., color, 1950
Angry Boy (C) Mental Health Film Board, International Film Bureau 30 min., 1951
Are You Ready for Marriage? (H) Coronet 16 min., color, 1950
Beginning to Date (JH) Encyclopaedia Britannica Films 11 min., 1955
Being Different (JH) McGraw-Hill 11 min., 1957
Choosing for Happiness (H) McGraw-Hill 14 min., 1950
Conflict (C) McGraw-Hill 18 min., 1957
Controlling Behavior Through Reinforcement (C) McGraw-Hill 16 min., 1956
Date Etiquette (H) Coronet 10½ min., 1953
Dating: Do's and Don'ts (H) Coronet 14 min., color, 1950
***Don't be Afraid* (ME) Encyclopaedia Britannica Films 12 min., 1953
Don't Get Angry (UE) Encyclopaedia Britannica Films 11 min., 1953
Dr. Karl Menninger (C) Encyclopaedia Britannica Films 30 min., 1960
Dynamics of an Experimental Neurosis (C) Penn. State College 4 parts, 16 min. ea., 1944
Earning and Giving (JH) Metro-Goldwyn-Mayer 7 min., 1952
Emotional Health (H) McGraw-Hill 20 min., 1948
Emotional Maturity (C) McGraw-Hill 20 min., 1958
***The Face of Lincoln* (UE) University of Southern California 22 min., 1955
Facing Reality (H) McGraw-Hill 11 min., 1955
Families First (JH) N. Y. State Youth Commission (R.K.O.) 18 min., 1949
Family (H) United World Films 29 min., 1959
Family—An Approach to Peace (C) Herbert Elkins 19 min., 1949
Family Life (JH) Coronet 10 min., 1949
Fears of Children (C) Oklahoma State Dept. of Mental Health 27 min., 1952
Feeling Left Out (Social Maturity) (H) Coronet 13½ min., 1952
Feelings of Depression (C) National Film Board of Canada 30 min., 1951
Feelings of Hostility (C) National Film Board of Canada 31 min., 1949
Feelings of Rejection (C) National Film Board of Canada 21 min., 1948
Finding Your Life Work (H) Vocational Guidance Films, Inc. 22 min., 1943
Friendship Begins at Home (H) Coronet 14 min., 1950
From Generation to Generation (C) McGraw-Hill 30 min., color, 1959
The Fun of Making Friends (P) Coronet 11 min., color, 1950
Getting a Job (H) Encyclopaedia Britannica Films 16 min., 1956
Getting Along with Parents (H) Encyclopaedia Britannica Films 14 min., 1954
Getting Ready Emotionally (H) Coronet 11 min., 1951

**Except for starred items, all titles are additions to original lists.
***Many films may no longer be available. Many Canadian films are distributed in the United States by McGraw-Hill.

Getting Ready Morally (H) Coronet 11 min., 1951
Going Steady? (H) Coronet 11 min., 1951
Good Place to Work (H) National Association of Manufacturers 16 min., 1954
The Gossip (H) Young America Films, Inc. 14½ min., 1958
Habit Patterns (JH) McGraw-Hill 15 min., 1954
*******The Hare and the Tortoise* (P) Encyclopaedia Britannica Films 11 min., 1947
He Acts His Age (C) McGraw-Hill 15 min., 1954
Heredity and Environment (H) Coronet 11 min., color, 1951
Home Management: Why Budget (H) Centron Production 11 min., 1950
Honest Truth (*What Do You Think? Series*) (H) McGraw-Hill 5 min., 1953
How Do You Know It's Love (C) Coronet 13½ min., 1951
********How Friendly are You?* (UE) University of Colorado 11 min., 1951
How Honest are You? (H) Coronet 16 min., color, 1952
How Much Affection? (H) McGraw-Hill 20 min., 1958
How to Concentrate (H) Coronet 11 min., color, 1952
How to Investigate Vocations (H) Coronet 10 min., 1956
How to Keep a Job (H) Coronet 11 min., 1949
How to Study (H) Coronet 11 min., 1946
How to Succeed in School (JH) Young America Films, Inc. 10 min., 1959
Improve Your Personality (JH) Coronet 11 min., 1951
Is This Love? (H) McGraw-Hill 14 min., 1958
It Takes All Kinds (H) McGraw-Hill 20 min., 1950
Jealousy (C) McGraw-Hill 16 min., 1956
Joe and Roxy (C) National Film Board of Canada 27 min., 1957
Learning to Study (JH) Encyclopaedia Britannica Films 14 min., 1956
*******Let's Play Fair* (P) Coronet 10 min., color, 1944
*******LSD: Insight or Insanity?* (HC) Bailey Films 18 min., color, 1967
Making Friends (JH) Encyclopaedia Britannica Films 11 min., 1954
Make Your Own Decisions (H) Coronet 11 min., color, 1954
Margaret Mead (C) Encyclopaedia Britannica Films 30 min., 1960
Marriage Is a Partnership (C) Coronet 15 min., 1951
Marriage Today (C) McGraw-Hill 22 min., 1950
Mental Health (*Keeping Mentally Fit*) (H) Encyclopaedia Britannica Films 12 min., color, 1953
Mind Your Manners (JH) Coronet 11 min., 1954
The Most for Your Money (JH) McGraw-Hill 14 min., 1956
Mr. Finley's Feelings (C) Metropolitan Life Insurance Co. 11 min., color, 1958
Obligations (H) Coast Visual Ed. Films 17 min., color, 1950
Office Courtesy: Meeting the Public (H) Encyclopaedia Britannica Films 11 min., color, 1954
Office Etiquette (H) Encyclopaedia Britannica Films 13½ min., 1950
Office Teamwork (H) Encyclopaedia Britannica Films 11 min., color, 1954
Of Human Rights (C) Wm. Dennis Film Libraries 12 min., 1960
Of Skates and Elephants (JH) Metro-Goldwyn-Mayer 15 min., 1951
The Other Fellow's Feelings (JH) Young America Films, Inc. 8 min., 1954
The Outsider (JH) Young America Films, Inc. 11 min., 1954
Overcoming Worry (H) Coronet 10 min., 1951
Overdependency (H) National Film Board of Canada 30 min., 1951
Parents Are People, Too (H) McGraw-Hill 15 min., 1957
Patty Garman, Little Helper (P) Frith Films 11 min., color, 1949
Personal Qualities for Job Success (H) Coronet 11 min., color, 1952
Person to Person Communication (H) McMurry-Gold Productions 16 min., 1958
Planning for Success (H) Coronet 10 min., color, 1951
Planning Your Career (H) Encyclopaedia Britannica Films 16 min., 1956
The Procrastinator (H) Young America Films, Inc. 11 min., 1955
Responsibility (H) Centron Corp. 15 min., 1952
Right or Wrong? (*Making Moral Decisions*) (H) Coronet 11 min., 1952
Roots of Happiness (H) Mental Health Materials Center 23 min., 1956
School Activities and You (H) Coronet 11 min., color, 1953
Self-Conscious Guy (H) Coronet 10 min., 1952
Sharing Work at Home (JH) Coronet 11 min., color, 1950
The Show-Off (H) Young America Films, Inc. 11 min., 1955
Shy Guy (H) Coronet 14 min., 1948
Shyness (C) McGraw-Hill 22 min., 1954

Sibling Rivalries and Parents (JH) McGraw-Hill 11 min , 1954
The Snob (H) McGraw-Hill 14 min., 1959
Social Acceptability (C) McGraw-Hill 20 min., 1957
Stay in School (H) United States Dept. of the Navy 11 min., 1951
Stress (C) McGraw-Hill 11 min., 1963
The Teens (C) Canadian Film Institute 26 min., 1957
This Charming Couple (H) McGraw-Hill 19 min., 1950
Toward Emotional Maturity (C) McGraw-Hill 10 min., 1955
Understand Your Emotions (C) Coronet 15 min., color, 1951
Understanding Others (H) Young America Films, Inc. 12 min., 1959
****We Play and Share Together* (P) Burnford Productions 10 min., 1950
What to Do on a Date (H) Coronet 11 min., color, 1952
When Should I Marry? (H) McGraw-Hill Text Films 19 min., 1958
Who's Boss? (C) McGraw-Hill 16 min., 1950
Who's Right? (C) McGraw-Hill 18 min., 1956
You and Your Family (JH) R. K. Blake, Inc. 10 min., 1947
You and Your Friends (H) R. K. Blake, Inc. 10 min., 1947
You and Your Work (H) Coronet 10 min., 1949
Your Earning Power (H) Coronet 11 min., 1952
Your Family Budget (H) Coronet 11 min., 1949
Your Health at Home (UE) Coronet 10 min., 1954
Yours, Mine, Ours (P) Educational Horizons 11 min.

SOUND FILMSTRIPS

What Do You Think? Allen Miner Films 30 min.
Mark's Present (ME)
Martha's Discovery (ME)
Sarah's Surprise (ME)
***Timmy's Choice* (ME)**

FILMSTRIPS

A Happy Day with Jane (P) Calif. Dairy Industry Advisory Bd. 43 frames, color
Developing Your Personality: Encyclopaedia Britannica Films
Enjoying Today (JH)
Leaders & Followers (JH)
More than One Friend (JH)
Promises Are Made to Keep (JH)
Thinking for Yourself (JH)
Trying New Things (JH)
Growing Up: Popular Science, color
Good Helpers (Set 3) (P)
****A New Classmate* (Set 6) (ME)
It Pays to Save (Set 1) (ME)
****When We Have Guests* (Set 2) (ME)
****Janet Helps Mother* (P) Curriculum Films
Life Adjustment Series: Science Research Associates, Inc.
Discovering Your Real Interests (JH)
What Are Your Problems? (JH)
You and Your Mental Abilities (JH)
Making Friends: Lutes-Wedberg
****Quarrel, Quarrel* (Set 1) (ME)
Freday Becomes Friendly (Set 3) (ME)
****Two to Make Friends* (Set 4) (ME)
How Do You Rate at Home? (Set 5) (UE)
How Do You Rate at School? (Set 5) (UE)
How Do You Rate with Your Friends? (Set 5) (UE)
Bob's Little Shadow (Set 2) (UE)

TRANSCRIPTIONS

****Hello Song* (P) Allied Records
The Three Bears (P) Radio Arts Guild
****Timid Timothy* (P) Allied Records

CHARTS

Health for All (pictures) (P) Scott, Foresman and Co.
How About You? (36 large pictures) (P) Ginn and Company